



NORTH CAROLINA Ashe County Summer Conference

June 11, 2012



DRAFT Friday, June 08, 2012

Overview for Today



12:30 – 12:40

Welcome and Framing

12:40 – 1:50

Next Generation of
Assessment

1:50 – 2:00 Break

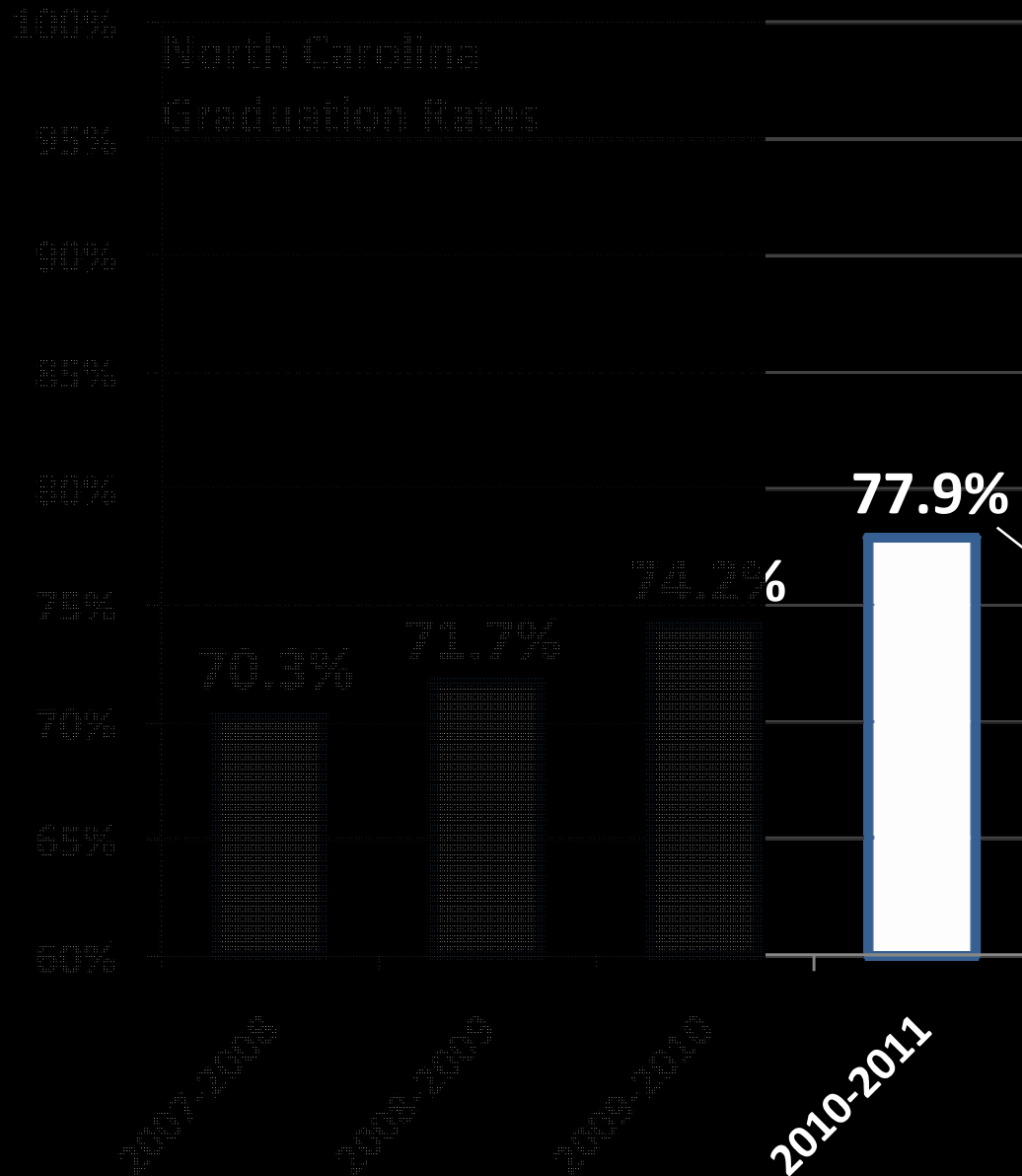
2:00 – 2:20

Accountability Overview

2:20 – 3:30

Teacher Effectiveness,
Student Survey & MSLs

Why is this the right work right now?



The data show very encouraging progress in North Carolina....

...at the same time, there is profound room for improvement.

$$77.9\% = \frac{85,986 \text{ graduated}}{110,377 \text{ students that were eligible}}$$

$$110,377 - 85,986 =$$

24,391 students who could have graduated *and didn't*

Why is this the right work right now?

Percentage of ACT-tested High School Students Ready for College-Level Course Work

All Four Subjects	24%
English	66%
Math	43%
Reading	52%
Science	29%

ACT, "College Readiness by State," 2010

National College Graduation Rates from 2- and 4- year Institutions

	4-Year National Avg	2-Year National Avg
All Students	56%	31%
White	59%	32%
Hispanic	46%	29%
Black	39%	26%
Asian	66%	33%
American Indian	38%	27%

Analysis of data from NCES Integrated Postsecondary Education Data System, 2010.

Too few students are ready when they get to post-secondary institutions.



Too few students succeed at these institutions.

**% of students graduating from High School within four years
of entering the 9th grade.**

Gender

10-11

American Indian	Female	74.7
Asian	Female	89.1
Black	Female	78.6
Hispanic	Female	72.3
Multi Racial	Female	80.8
White	Female	85.3
Total	Female	82.0
American Indian	Male	64.2
Asian	Male	84.5
Black	Male	64.0
Hispanic	Male	65.2
Multi Racial	Male	73.2
White	Male	79.6
Total	Male	73.5

% of students at or above achievement Level III in Reading and Mathematics in grades 3 through 8

10-11

American Indian	55.1%
Asian	78.2%
Black	48.5%
Hispanic	54.4%
Multi Racial	69.3%
Pacific Islander	63.7%
White	79.0%
Economically Disadvantaged	53.3% 
Not Economically Disadvantaged	82.2% 
Students with Disabilities	34.4%

Standards, Assessment and Accountability



...and the first of these
are **standards**

Achievement of Standards is our Goal



Example of what we want our students to know and be able to do:

“Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.”

~from 8th grade Reading for Information.

Three Shifts in Mathematics



Shift 1

Focus

strongly where the standards focus



Shift 2

Coherence

think across grades and link to major topics within grades



Shift 3

Rigor

require conceptual understanding, procedural skill and fluency and application with intensity

Three Shifts in Literacy



Shift 1

Informational and Nonfiction

Building knowledge through content-rich nonfiction and informational texts



Shift 2

Evidence

Reading and writing grounded in evidence from text



Shift 3

Complex Texts

Regular practice with complex text and its academic vocabulary



Learning and Accountability



- College- and Career- Ready Standards
- A Balanced **Assessment** System
- A New School **Accountability** Model



Assessment Time Line

For School Accountability



	Test	2012-2013	2013-2014	2014-15 on
New State Developed	Math 3-8			
	ELA 3-8			
	English II			SBE Decision
	Alg I/Int I			SBE Decision
	Biology			
	Science 5 & 8			
ACT	ACT			SBE Decision
SMARTER Balanced	Math 3-8*	In Development		
	ELA 3-8*			
	11 th Grade Math*			
	11 th Grade ELA*			



Standard Setting



Administration of New Tests

1

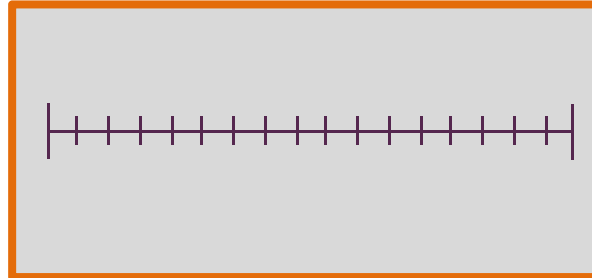


May/June



2

Compile Data and Build Developmental Scale



July into August



Teacher Groups Recommend Achievement Levels

3

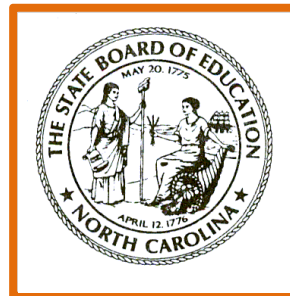


August into Sept



Achievement Standards Presented to SBE

4



October

Retesting



2012-13

Not Feasible

- Standard setting does not occur until all tests scores are reported
- Rolling testing window: some schools will have dismissed before other schools have begun testing

2013-14

Feasible

- Immediate scoring will resume
- Schools will know who meets the criteria for retesting

Learning and Accountability



- College- and Career- Ready Standards
- A Balanced **Assessment** System
- A New School **Accountability** Model



Assessment



A Closer Look at the Next Generation of Assessment

A Change in the Claim of Testing



Claims in the Past:
Proficiency

Claims in the Future:
Career- and College- Ready

Assessment



How do I get READY for
the assessments?

Getting Ready



Step 1: Dig into the Standards.

Where do I go to do that?

For Common Core

www.ncpublicschools.org/acre/standards/common-core-tools/

For Essential Standards

<http://www.ncpublicschools.org/acre/standards/support-tools/>

Getting Ready



Step 2: Internalize Content Specifications

Where do I go to do that?

Where do I go to do that?

<http://www.ncpublicschools.org/acre/assessment/online/>

Content Specification

Literacy



	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Eng II
Reading for Literature	32–37%	30–34%	36–40%	32–36%	34–38%	31–35%	30–34%
Reading for Information	41–45%	45–49%	29–33%	41–45%	41–45%	42–46%	32–38%
Writing	NA	NA	NA	NA	NA	NA	14–18%
Language	20–24%	19–21%	29–31%	21–25%	19–23%	20–24%	14–18%

- Reading Foundations and Speaking and Listening Skills will not be assessed on the 2012-13 and 2013-14 assessment.
- **SMARTER Balanced does plan to assess both of the above in 2014-15.**

Content Specification

Math



	Grade 3	Grade 4	Grade 5
Operations and Algebraic Thinking	30–35%	12–17%	5–10%
Number and Operations in Base Ten	5–10%	22–27%	22–27%
Number and Operations—Fractions	20–25%	27–32%	47–52%
Measurement and Data	22–27%	12–17%	10–15%
Geometry	10–15%	12–17%	2–7%

	Grade 6	Grade 7	Grade 8
Ratios and Proportional Relationships	7–12%	22–27%	NA
The Number System	27–32%	7–12%	2–7%
Expressions and Equations	27–32%	18–23%	27–32%
Functions	NA	NA	22–27%
Geometry	17–22%	25–30%	20–25%
Statistics and Probability	7–12%	15–20%	15–20%

Content Specification

Math



	Algebra I/Integrated
Number and Quantity	30–35%
Algebra	5–10%
Functions	20–25%
Geometry	22–27%
Statistics and Probability	10–15%

Content Specification



Important Notes:

- The weightings shown in the content specifications are developed based on the relative importance of the content.
- Particularly in literacy, there are skills that we value and you will teach but we will not assess in the current assessment system (e.g. speaking and listening).

Getting Ready



Step 3:

Review Items, Item Types
and Released Forms

Where do I go to do that?

Item Types

{Add}

Released Form

Coming in October 2012

New State Assessments

2012-2013 and 2013-2014



- Aligned to the Common Core and Essential Standards
- Inclusion of New Items types
- **Moving towards full online administration in 2014-15**

Demo of New Assessments

<http://go.ncsu.edu/nctdemo>

Essential Standards for Science (ESS)

ESS - provide a context for teaching both science content and scientific-process skill goals.

Highlights

Grades 5 and 8 - include content from each of the three branches of science: Life (L), Earth (E), and Physical (P).

Biology - provide deeper understanding of life science content learned throughout Grades K–8. The unifying concepts for Biology include:

- Structure and Function of Living Organisms

- Ecosystems

- Evolution and Genetics

- Molecular Biology.



Grade 5 Science MC Item

Sarah and Richard left Florida at 5:00 a.m. and drove 360 miles north until 11:00 a.m. They drove at a constant speed the entire trip. About how fast were they going?

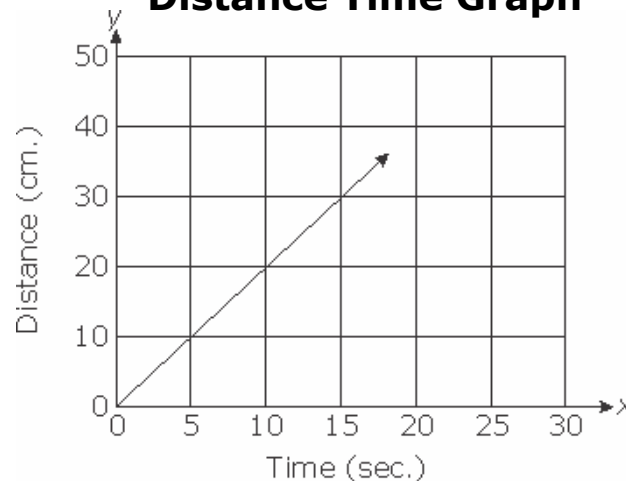
- Ⓐ 50 mph
- Ⓑ 60 mph
- Ⓒ 70 mph
- Ⓓ 80 mph

5.P.1.2 Infer the motion of objects in terms of how far they travel in a certain amount of time and the directions in which they travel
(RBT = Conceptual/Understand;
DOK = 2)



Grade 5 Science TE Item

Distance Time Graph



5.P.1.2 Infer the motion of objects in terms of how far they travel in a certain amount of time and the directions in which they travel (RBT = Conceptual/Understand; DOK = 2)

This distance/time graph shows the distance covered by an insect crawling across a table. Using the information on the graph, place (click and drag) the remaining distances to complete the table below.

Distance traveled in 10 seconds	Distance traveled in 20 seconds	Distance traveled in 25 seconds
20 cm		
30 cm	40 cm	50 cm



Grade 8 Science MC Item

What happened to species which failed to adapt to Earth's many catastrophic events throughout history?

- Ⓐ They became more diverse.
- Ⓑ They became not as diverse.
- Ⓒ They became extinct.
- Ⓓ They were forced to become ocean dwellers.

8.L.4.2 Explain the relationship between genetic variation and an organism's ability to adapt to its environment. (RBT = Conceptual/Understand; DOK = 2)



Grade 8 Science TE Item

List of Species and Their Characteristics

- Estuarine species inhabit coastal areas; they are adapted to a mix of salt and fresh water
- Desert species are adapted to hot, arid areas which have large temperature fluctuations
- Very rare tree species inhabit the Amazon basin
- Reef-building coral inhabit coastal areas; their health and growth are negatively affected by pollutants
- Salamander species in the southern U.S. depend on flowing water to keep oxygen levels high enough for survival

If the changing conditions in the chart below occur, which species listed above will likely go extinct? Drag and drop the species that will most likely go extinct for each changing condition.

8.L.4.1 Summarize the use of evidence drawn from geology, fossils, and comparative anatomy to form the basis for biological classification systems and the theory of evolution (RBT = Conceptual/ Understand; DOK = 2)

Changing Conditions	Species Likely to Go Extinct
Sea levels rise rapidly	Estuarine
Prolonged drought	
Deforestation in South America	
Catastrophic oil spill in a coastal region	

Amazon rare tree

Desert

Salamander

Reef-building coral



Biology TE Item

You are a poultry breeder working for historic Plymouth Farms. Your goal is to reverse the selective breeding of highly specialized modern poultry to produce a chicken that closely resembles its 17th century ancestor. Choose (click and drag) the traits that would meet the environmental challenges of 17th century colonial America.



muted colors elaborate head plumage hardiness to cold and damp quickness
good vision able to live on sparse food supply

Selected:

Bio.3.1.3 Explain how mutations in DNA that result from interactions with the environment (i.e. radiation and chemicals) or new combinations in existing genes lead to changes in function and phenotype.
(RBT = Conceptual/ Understand; DOK = 3)



Common Core State Standards for Mathematics (CCSSM)

- CCSSM – a focused and coherent learning progression for students to become college or career ready.
- Highlights:
 - ✓ Elementary School – fluency in arithmetic, understanding and use of fractions.
 - ✓ Middle School – ratios and proportional relationships, introduction to algebra.
 - ✓ High School – algebra, functions, and geometry, with emphasis on real life modeling.



NC Mathematics Assessments

Common Core State Standards

- Questions will include some calculator inactive problems to align most closely with Common Core Standards.
- Care has been taken to decrease the reading burden. For example, the text of many word problems will be bulleted.
- For grades 5 and higher, constructed response questions will be included in which students need to enter a numeric answer.



Grade 5 Multiple-Choice Item

Mr. Samuels delivers 159 newspapers each day in his route. How many newspapers does he deliver in 28 days?

- ☒ A 4,452
- ☐ B 2,882
- ☐ C 1,590
- ☐ D 1,010

Calculator: Inactive

DOK: Recall

Domain: Number and Operations in Base Ten

Standard: 5.NBT.5 Perform operations with multi-digit whole numbers and with decimals to hundredths. Fluently multiply multi-digit whole numbers using the standard algorithm.



Grade 6 Constructed Response Item

A company is having a picnic. The expenses will be for music and refreshments.

- The music will cost \$150.
- The refreshments will cost \$125.
- Tickets will be sold for \$2.50 per employee.

What is the minimum number of tickets that must be sold to pay for the picnic expenses?

-	/	/	/	/	
.	
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3

Note that students receive instructions and practice for gridding answers.

Calculator: Inactive

DOK: Skill/Concept

Domain: Expressions and Equations

Standard: 6.EE.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.



Grade 7 Constructed Response Item

Alex earns \$17.75 per hour.

- He works 80 hours in two weeks.
- He puts 10% of the money he earns into a savings account every two weeks.

How much money, in dollars, does he put into his savings account after two weeks?

Enter your response here:

Only 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, ., -, and / are allowed.

Calculator: Inactive

DOK: Recall

Domain: Expressions and Equations

Standard: 7.EE.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.



Math I Constructed Response Item

The daily profit, P , of a business that sells x units of a product each day is given by the function $P = -2x^2 + 200x + 3,000$. The number of units sold on Tuesday was 10 less than the number needed for maximum possible profit. What is the difference between the actual profit on Tuesday and the maximum possible profit?

Enter your response here:

Only 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, ., -, and / are allowed.

Calculator: Inactive

DOK: Skill/Concept

Domain: Interpreting Functions

Standard: F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.



Common Core State Standards (CCSS) for English Language Arts

- **Building knowledge through content-rich nonfiction and informational texts**
- Reading and writing grounded in **evidence from text**
- Regular practice with complex text and its academic vocabulary



NC English Language Arts Assessments Common Core State Standards (CCSS)

- Grades 3-8 assessments will consist of traditional selected response items
- High school English II Assessment will consist of selected response, constructed response, and technology enhanced items
- All items aligned to the CCSS



Common Core State Standards for English Language Arts

- Highlights:

- ✓ “The standards establish a ‘staircase’ of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school.”
- ✓ “Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective.”
- ✓ “The standards mandate certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare.”
- ✓ “The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades.”

—information quoted directly from www.corestandards.org



English II Multiple-Choice Item

Moonrise

by Jenette Purcell

City night sky
gives itself to me again
when I have so little left to receive it.
I am dark, crumbling
and you are rivers and trees away
searching your own night sky for a sign.
The strong gates of your heart
are wide open to me always, but,
if only.
So I wait, as seasons before, decades before,
fathers and mothers before me still inside
watch and listen.
Suddenly,
bamboo, bones, fiber, fences,
water, glistening koi,*
all the tiny rooms,
paths and places I hold your memories
relax
in audible, reverent wonder
at the fullness forming
on this horizon's edge.

***koi:** colorful fish that symbolize love and friendship

Which line from the poem describes the speaker's feelings about loving someone?

- A** "when I have so little left to receive it"
- B** "are wide open to me always, but"
- C** "paths and places I hold your memories"
- D** "at the fullness forming"

DOK: Skill/Concept

Standard: Reading for Literature (RL.1)

Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.



English II Constructed-Response Item

Moonrise

by **Jenette Purcell**

City night sky
gives itself to me again
when I have so little left to receive it.
I am dark, crumbling
and you are rivers and trees away
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on this horizon's edge.

***koi:** colorful fish that symbolize love and friendship

In *Moonrise*, explain how the theme is developed throughout the poem. Use specific details to support your answer.

DOK: Strategic Thinking

Standard: Reading for Literature (RL.2)

Key Ideas and Details: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.



Scoring Rubric for Constructed-Response Item

In *Moonrise*, explain how the theme is developed throughout the poem. Use specific details to support your answer.

Score (points)	Rubric
2	<ul style="list-style-type: none">• Identifies the theme of the poem• Uses at least one example of how the theme is revealed in the poem• Writes a response that explains how the theme is developed throughout the poem
1	<ul style="list-style-type: none">• Identifies the theme of the poem• May or may not use at least one example of how the theme is revealed in the poem• Writes a response that may or may not explain how the theme is developed throughout the entire poem
0	<ul style="list-style-type: none">• Fails to identify the theme of the poem• Fails to use at least one example of how the theme is developed in the poem• Fails to write a response that explain show the theme is developed throughout the poem



English II Technology-Enhanced Item

Select (by clicking) the synonym that can replace *reverent* in the poem.

Excerpt from Moonrise

by Jenette Purcell

Suddenly,
bamboo, bones, fiber, fences,
water, glistening koi,*
all the tiny rooms,
paths and places I hold your memories
relax
in audible, reverent wonder
at the fullness forming
on this horizon's edge.

respectful

redundant

amazed

significant

DOK: Skill/Concept

Standard: Reading for Literature (RL.4)

Craft and Structure: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).



Assessment Time Line

For School Accountability



	Test	2012-2013	2013-2014	2014-15 on
New State Developed	Math 3-8			
	ELA 3-8			
	English II			SBE Decision
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SMARTER Balanced	Math 3-8*	In Development		
	ELA 3-8*			
	11 th Grade Math*			
	11 th Grade ELA*			

SMARTER Balanced Consortium

Starting in 2014-15



Computer-Adaptive Testing

- Better information for teachers
- More efficient and more secure
- More accurate

Performance Tasks

- Extended projects demonstrate real-world writing and analytical skills
- May include online research, group projects, presentations

SMARTER Balanced Consortia

Sample



Bird and Dinosaur Example

From Content Math Specifications

<http://www.smarterbalanced.org/>

“The use of performance measures has been found to increase the intellectual challenge in classrooms and to support higher-quality teaching.”

~Linda Darling-Hammond and Frank Adamson,
Stanford University

Bird and Dinosaur Eggs



Principals and Teachers:

What does giving summative assessments like this mean about the kind of instruction children need to receive?

How do we ensure all children are able to solve problems like this?

Learning and Accountability



- College- and Career- Ready Standards
- A Balanced Assessment System
- A New School **Accountability** Model



Accountability

Purpose – Indicators – Key Ideas



Provide incentives and supports to

- **Improve Student Learning Outcomes**
- **Raise Graduation Rates**
- **Close Achievement Gaps**

3 Types of Indicators

Purpose – Indicators – Key Ideas



Status Indicators

- *How well are students doing this year?*
- Lets parents know the overall performance of school
- **Examples:** Performance Composite, Graduation Rates

3 Types of Indicators

Purpose – Indicators – Key Ideas



Progress Indicators

- *How much progress are cohorts making from one year to the next on the performance indicators?*
- **Examples:** Change in graduation rate over time; Annual Measurable Objectives from NCLB

3 Types of Indicators

Purpose – Indicators – Key Ideas



Growth Indicators

- *Given where students start, how much was the school able to help them grow?*
- Not applied to cohort measures like graduation rate
- **Examples:** EVAAS; Longitudinal Growth Models

Elementary and Middle School Accountability

Purpose – Indicators – Key Ideas



Status Indicators

“this year”

End of Grade
3-8 Math

End of Grade
3-8 ELA

End of Grade
5 & 8 Science

Progress Indicators

*“trend over time
for groups of
students”*

Δ End of Grade
3-8 Math

Δ End of Grade
3-8 ELA

Δ End of Grade
5 & 8 Science

Growth Indicators

*“Individual
student growth”*

EVAAS
Growth
School-wide

High School School Accountability

Purpose – Indicators – Key Ideas



Status Indicators

“this year”

End of Course

ACT

Graduation Rates

Math Course Rigor

WorkKeys

Graduation Project

Progress Indicators

*“trend over time
for groups of
students”*

Δ End of Course

Δ ACT

Δ Graduation Rates

Δ Math Course Rigor

Δ WorkKeys

Growth Indicators

*“Individual
student growth”*

EVAAS
Growth
School-wide

Accountability and Support

Purpose – Indicators – Key Ideas



Performance Indicators

Progress Indicators

Growth Indicators

- **Schools will be accountable for all three types of indicators** at different levels of disaggregation (subject, subgroup, etc) through state-level reporting
- **Recognition and Support** will be targeted by triangulating these three indicators
- **Work with USED** around our ESEA Flexibility Requests may require updates

Accountability

Purpose – Indicators – **Key Ideas**



- 1. Focused on Progress and Growth**
- 2. Less Labeling**
- 3. K-8: Similar Indicators • Higher Standards**
- 4. High School: New Indicators • Increased Expectations**
- 5. Simpler, Understandable Reporting**
- 6. Communication Tools**



All Our Students...**READY**



Teacher Effectiveness and Support for Growth



Using meaningful
evaluation to
increase
effectiveness of
teachers and
leaders

Overview for Today

Rationale - MET Research - Standard 6 & 8 - Status - Support



1. Rationale

Why we are doing this?

2. MET Research

Key ideas from recent research

3. Standard 6 & 8

How we'll include student growth in educator evaluations

4. Status

Determining educator effectiveness status

5. Support

Professional development for improving practice

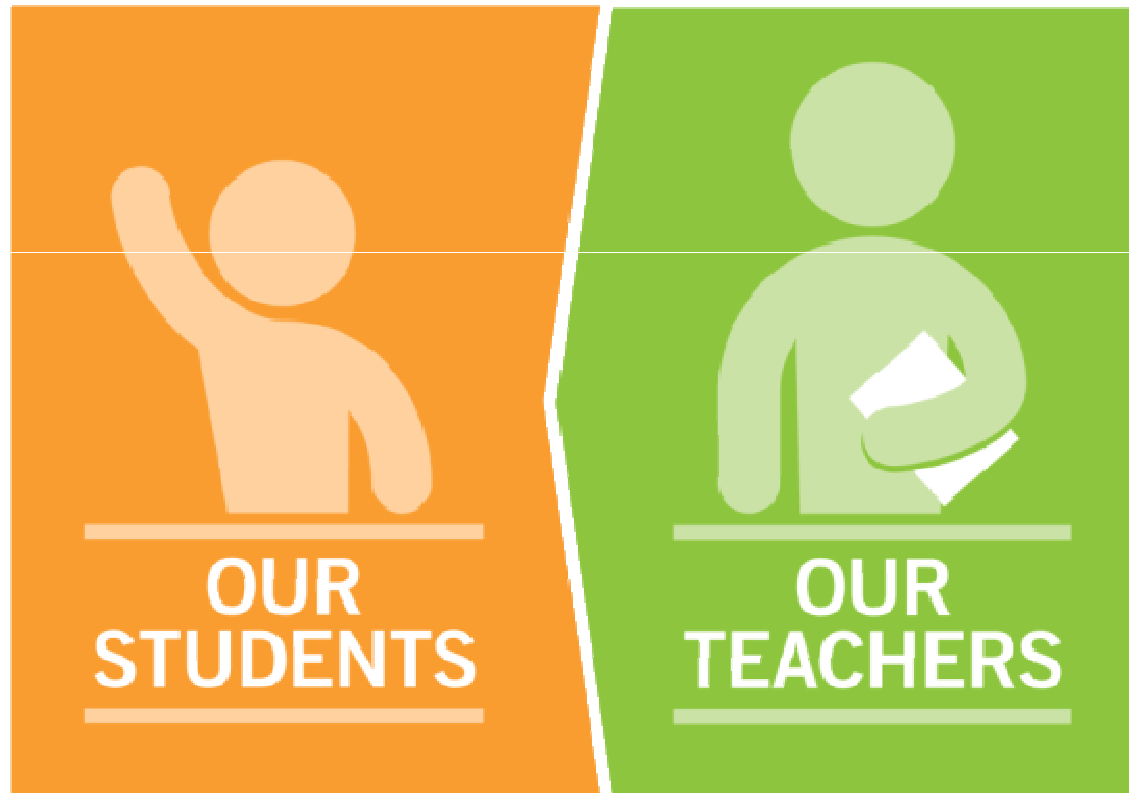
Overview

Rationale - MET Research - Standard 6 & 8 - Status - Support



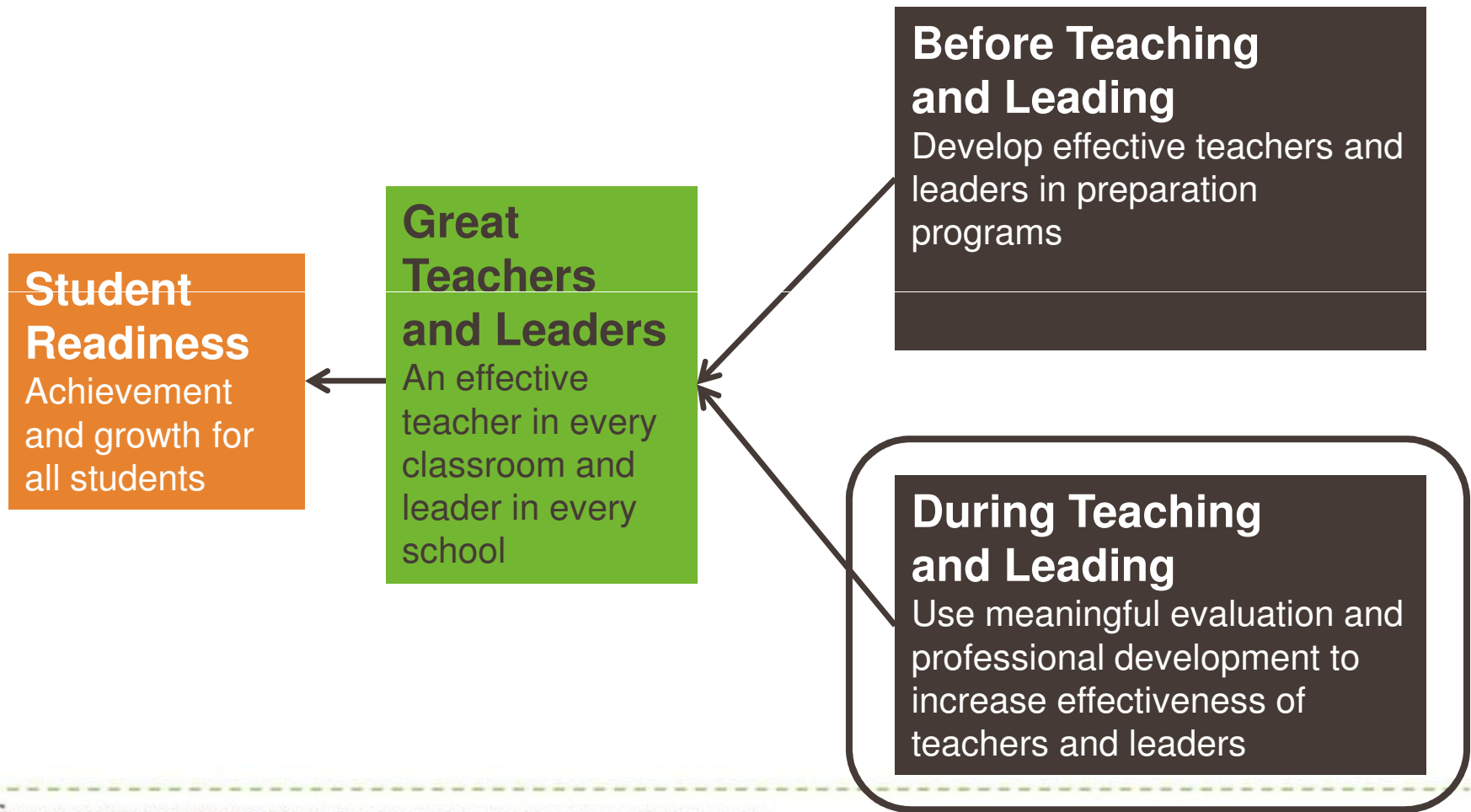
The central focus of **READY** is improving student learning ...

by enabling and ensuring great teaching.



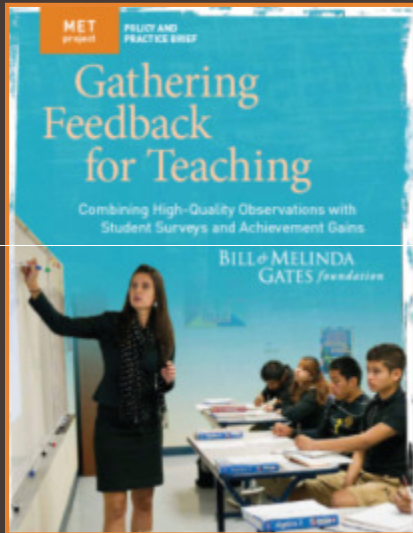
What is our goal?

Rationale - MET Research - Standard 6 & 8 - Status - Support



Measures of Effective Teaching

Rationale - **MET Research** - Standard 6 & 8 - Status - Support



This research suggests:

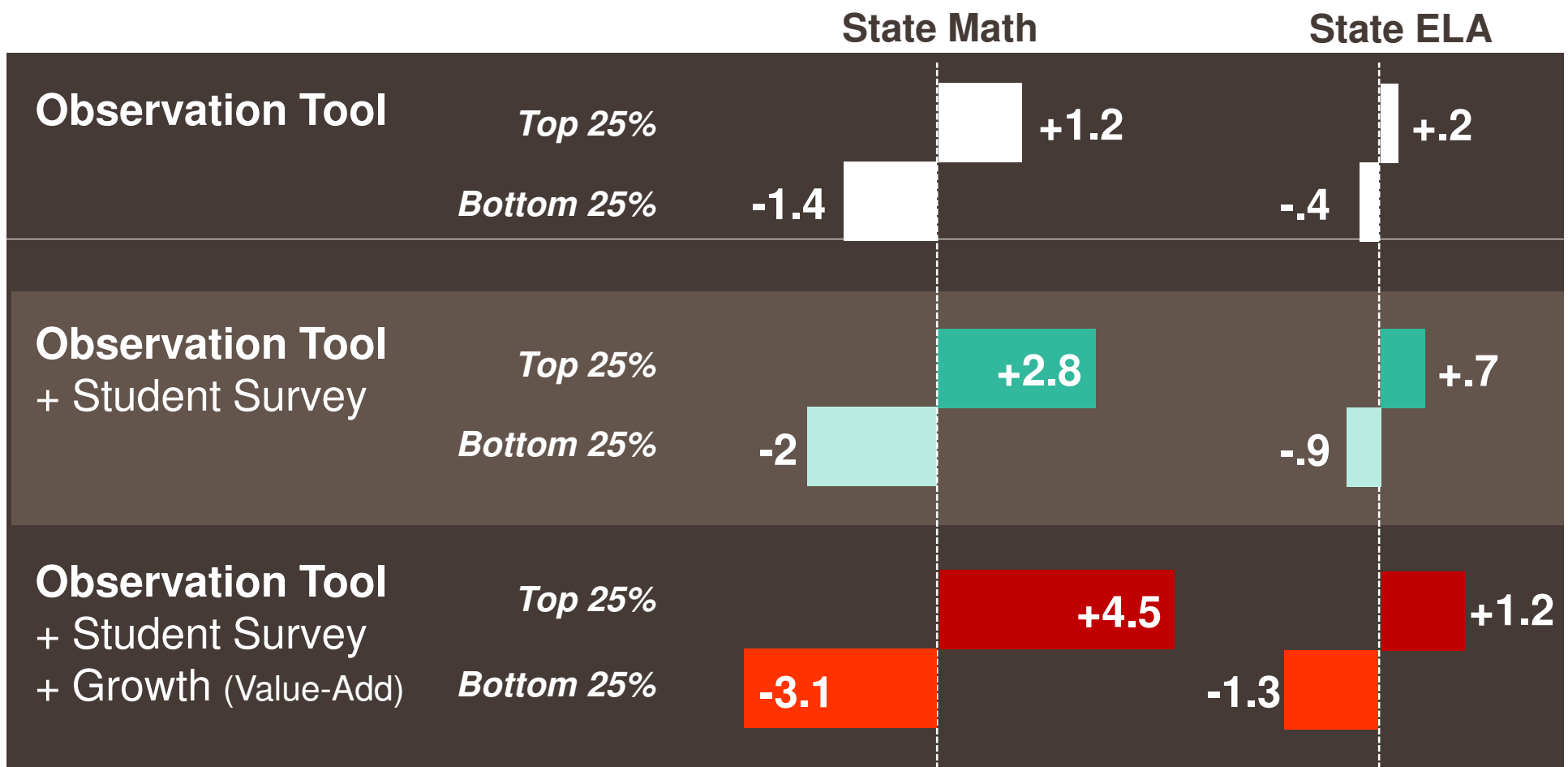
- **Multiple measures** are important.
- Including **student growth** improves objectivity of evaluation.

Observation + Other Measures

Rationale - **MET Research** - Standard 6 & 8 - Status - Support



Months of Learning Gained or Lost

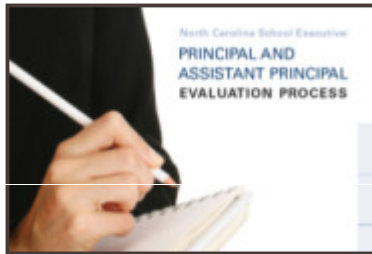


What We Have

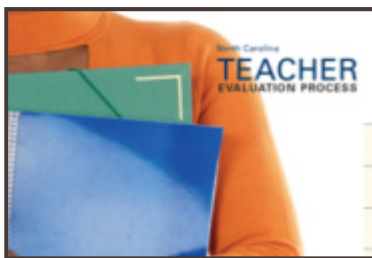
Rationale - **MET Research** - Standard 6 & 8 - Status - Support



Evaluation Tools



Standards 1-7



Standards 1-5

Some Assessments to Measure Growth

End of Grade
End of Course
VoCATs

Standard 8

End of Grade
End of Course
VoCATs

Standard 6

From the MET...

- ☒ Observation Tools
- ☒ Assessments to Measure Growth
- ☐ Student Survey

Exploring
*Pilot in 47 LEAs in
2011-12*

Observation + Other Measures

Rationale - MET Research - Standard 6 & 8 - Status - Support



- **Standard 6 and 8**

**We need a state-adopted growth model
and a fair 6 & 8 rating strategy**

- **Status**

**We need an overall method to determine
educator effectiveness status**

- **Measures of Student Learning (MSLs)**

**For those grades and subjects that are currently non-
tested, we need ways to measure growth**

Standards 6 & 8 – The Basics

Rationale - MET Research - **Standard 6 & 8** - Status - Support



Teachers

1 Demonstrate Leadership	2 Establish Environment	3 Know Content	4 Facilitate Learning	5 Reflect on Practice	6 Contribute to Academic Success
---------------------------------------	--------------------------------------	-----------------------------	------------------------------------	------------------------------------	--

Principals (and other Administrators)

1 Strategic Leadership	2 Instructional Leadership	3 Cultural Leadership	4 Human Resource Leadership	5 Managerial Leadership	6 External Development Leadership	7 Micro- political Leadership	8 Academic Achievement Leadership
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Growth Model

Rationale - MET Research - **Standard 6 & 8** - Status - Support



Teachers



Standard 6 and 8
are measures of

Growth

Principals



Growth Model

Rationale - MET Research - **Standard 6 & 8** - Status - Support



Teachers



We will use

Educator Value-Added Assessment System **EVAAS**

for standards 6 & 8 when possible

Principals



Growth Model

Rationale - MET Research - **Standard 6 & 8** - Status - Support



Teachers



How do Value-Added models work?

- They measure growth by predicting how well a student will do on an assessment.

Principals



How do they predict how well the student will do?

- They look at previous test scores and estimate how well the student should do at the end of the year.
Every student must grow based on where they start.

Ratings

Rationale - MET Research - **Standard 6 & 8** - Status - Support



Teachers



Principals



**How will the ratings on
Standards 6 & 8 work?**

Principal Rating Categories

Rationale - MET Research - **Standard 6 & 8** - Status - Support



Principals



5 Rating Categories

Not Demonstrated
Developing
Proficient
Accomplished
Distinguished

3 Rating Categories

Does not Meet Expected Growth
Meets Expected Growth
Exceeds Expected Growth

Teacher Ratings Categories

Rationale - MET Research - **Standard 6 & 8** - Status - Support



Teachers



5 Rating Categories

Not Demonstrated
Developing
Proficient
Accomplished
Distinguished



3 Rating Categories

Does not Meet Expected Growth
Meets Expected Growth
Exceeds Expected Growth

Ratings

Rationale - MET Research - **Standard 6 & 8** - Status - Support



Teachers



5 Rating Categories



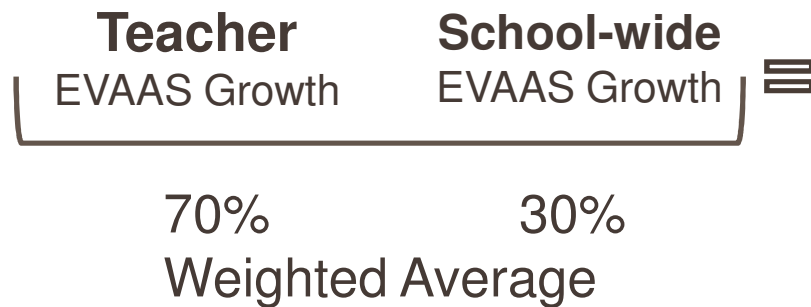
3 Ratings Categories

Why the difference?

Identifying only three rating categories on **standard 6 & 8** improves certainty of categorization.

Teacher Ratings in 2011-12

Rationale - MET Research - **Standard 6 & 8** - Status - Support



Yearly Rating

- Does not Meet Expected Growth
- Meets Expected Growth
- Exceeds Expected Growth

6

Why is school-wide EVAAS growth included?

- To encourage collaboration and collective ownership of overall outcomes.

Note: *In 2011-12, teachers without individual EVAAS growth will have school-wide growth for Standard 6.*

Principal Ratings

Rationale - MET Research - **Standard 6 & 8** - Status - Support



- Standards 8 rating will be determined using school-wide EVAAS growth

School-wide
EVAAS
Growth

=

Yearly Rating

- Does not Meet Expectations
- Meets Expected Growth
- Exceeds Expected Growth

8

Ratings

Rationale - MET Research - **Standard 6 & 8** - Status - Support



Teachers

1 Demonstrate Leadership	2 Establish Environment	3 Know Content	4 Facilitate Learning	5 Reflect on Practice	6 Contribute to Academic Success
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Principals

1 Strategic Leadership	2 Instructional Leadership	3 Cultural Leadership	4 Human Resource Leadership	5 Managerial Leadership	6 External Development Leadership	7 Micro- political Leadership	8 Academic Achievement Leadership
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Key Note on Ratings

- Every educator is evaluated every year
- **Each standard and rating stands on its own (1 out of 6, not 1/6)**
- Ratings are used to create professional development plans each year
- Ratings are used to determine **status**

Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



**What is the difference
between Ratings and
Status?**

Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



Ratings

- **Teachers**
6 separate ratings to help teachers grow each year
- **Principals**
8 separate ratings to help principals grow each year

Status

- A single overall status that is determined once a principal or teacher has **three years of growth data** to populate 6 or 8
- Categories for Status
 1. **In Need of Improvement**
 2. **Effective**
 3. **Highly Effective**

3-Year Rolling Average Teacher

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



Rating from <i>2 years ago</i>	Rating from <i>1 year ago</i>	Rating from <i>this year</i>
Standard 6	Standard 6	Standard 6
1.0 Met Expected Growth	.8 Did not meet Expected Growth	1.2 Met Expected Growth

$$1.0 + .8 + 1.2$$

3

$$= 1.0$$

Met Expected Growth
3- year average rating on
standard 6 for
determining **status**

Note: A similar methodology applies to principals as well.

Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



So once a educator has a
three-year average rating
for Standard 6 or 8, how
is **status** determined?

Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



- The Three **Status** Categories are

1. In Need of Improvement
2. Effective
3. Highly Effective

Teacher Status

Rationale - MET Research - Standards 6 & 8 - **Status** - Support



		In Need of Improvement	Effective	Highly Effective
Standards 1-5 In the year		<i>Any rating lower than proficient</i>	<i>Proficient or Higher on Standards 1-5</i>	<i>Accomplished or Higher on Standards 1-5</i>
<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> </div> <div> Demonstrate Leadership Establish Environment Know Content Facilitate Learning Reflect on Practice </div>		And/Or	And	And
Standard 6 Three-year rolling average $\left(\begin{array}{ c } \hline 2 \text{ years ago} \\ \hline \end{array} + \begin{array}{ c } \hline 1 \text{ year ago} \\ \hline \end{array} + \begin{array}{ c } \hline \text{This year} \\ \hline \end{array} \right) / 3$		<i>Does Not Meet Expected Growth</i>	<i>Meets or Exceeds Expected Growth</i>	<i>Exceeds Expected Growth</i>

Principal Status

Rationale - MET Research - Standards 6 & 8 - **Status** - Support



		In Need of Improvement	Effective	Highly Effective
Standards 1-7 In the year		<i>Any rating lower than proficient</i>	<i>Proficient or Higher on Standards 1-7</i>	<i>Accomplished or Higher on Standards 1-7</i>
<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> </div> <div> Strategic Leadership Instructional Leadership Cultural Leadership Human Resource Leadership Managerial Leadership External Development Leadership Micro-political Leadership </div>		And/Or	And	And
Standard 8 Three-year rolling average $\left(\begin{array}{ c } \hline 2 \text{ years ago} \\ \hline \end{array} + \begin{array}{ c } \hline 1 \text{ year ago} \\ \hline \end{array} + \begin{array}{ c } \hline \text{This year} \\ \hline \end{array} \right) / 3$		<i>Does Not Meet Expected Growth</i>	<i>Meets or Exceeds Expected Growth</i>	<i>Exceeds Expected Growth</i>

What Will Teachers See?

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



- **Ratings on Standards 1 – 5** of the Educator Evaluation System (as recorded in online tool)
- **Standard 6 rating** (current year and 2 prior years)
- **Three-year rolling average** of student growth values and accompanying Standard 6 rating (for **Status** determination)
- **Overall Effectiveness Status**

North Carolina Educator Evaluation System Evaluation Summary Sheet

Name: Martha Washington **School:** Independence Elementary School
LEA: Freedom County Schools **Licensure:** Career-Status
Overall Status: Effective

Standard One: Teachers demonstrate leadership.				
Not Demonstrated	Developing	Proficient	Accomplished	Distinguished

Standard Two: Teachers establish a respectful environment.				
Not Demonstrated	Developing	Proficient	Accomplished	Distinguished

Standard Three: Teachers know the content they teach.				
Not Demonstrated	Developing	Proficient	Accomplished	Distinguished

Standard Four: Teachers facilitate learning for their students.				
Not Demonstrated	Developing	Proficient	Accomplished	Distinguished

Standard Five: Teachers reflect on their practice.				
Not Demonstrated	Developing	Proficient	Accomplished	Distinguished

Standard Six: Teachers contribute to the academic success of students.											
*Only three-year rolling average is used to determine overall status *											
Year One (2009 - 2010)			Year Two (2010 - 2011)			Year Three (2011 - 2012)			Three-Year Rolling Average *		
Individual Student Growth: -1.8 School-wide Student Growth: .1 Year One Growth: -1.72			Individual Student Growth: 1.2 School-wide Student Growth: .5 Year Two Growth: 1.13			Individual Student Growth: .7 School-wide Student Growth: .5 Year Three Growth: .68			0.03		
Does not meet expected growth	Meets expected growth	Exceeds expected growth	Does not meet expected growth	Meets expected growth	Exceeds expected growth	Does not meet expected growth	Meets expected growth	Exceeds expected growth	Does not meet expected growth	Meets expected growth	Exceeds expected growth

Overall Status:	Needs improvement	Effective	Highly Effective
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Teacher Effectiveness and Support for Growth



Providing students
with a voice on
how they perceive
their learning
environment

The Role of Student Surveys



Student surveys can play a role in professional development for teachers, teacher evaluation, and school improvement

These surveys also capture specific teacher behaviors that lead to student success, which can be useful formative information for the professional development process

Evaluation Standards and Surveys

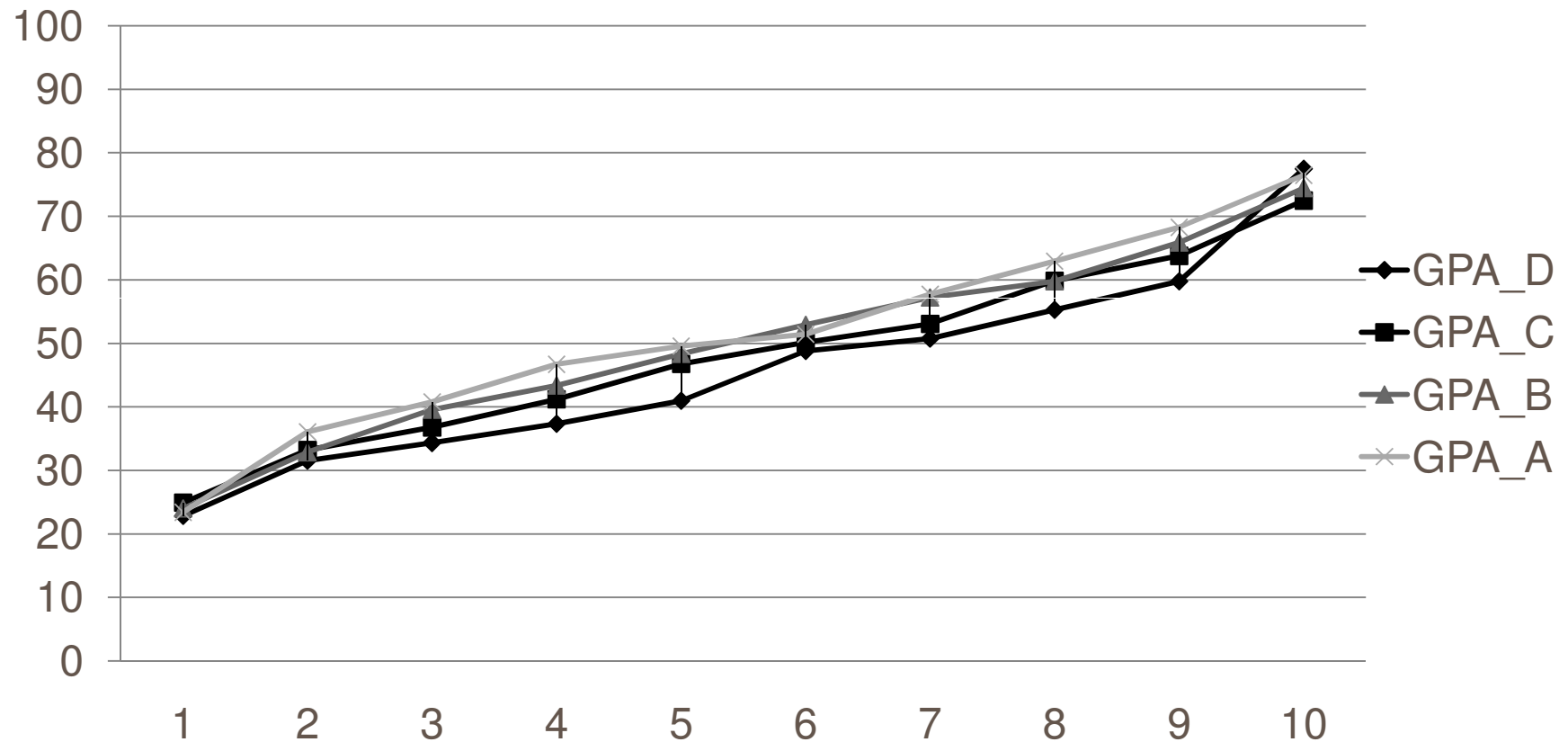
NC's Five Teacher Evaluation Standards.	Survey Constructs
Teachers:	Teachers:
1. Demonstrate leadership.	1. Control (Balanced classroom management)
2. Establish a respectful environment	2. Care
3. Know the content they teach	3. Clarify
4. Facilitate learning for their students	4. Challenge (effort & rigor) 5. Captivate 6. Confer
5. Reflect on their practice	7. Consolidate

Learning Gains and Surveys



	25 th Percentile	75 th Percentile
1. CARE: <i>My teacher in this class makes me feel that s/he really cares about me</i>	40	73
2. CONTROL: <i>Our class stays busy and doesn't waste time.</i>	36	69
3. CLARIFY: <i>My teacher explains difficult things clearly.</i>	50	79
4. CHALLENGE: <i>My teacher wants me to explain my answers – why I think what I think.</i>	59	83
5. CAPTIVATE: <i>My teacher makes learning enjoyable.</i>	33	72
6. CONFER: <i>My teacher wants us to share our thoughts.</i>	47	79
7. CONSOLIDATE: <i>My teacher takes the time to summarize what we learn each day.</i>	38	67

GPA and Surveys



NC's Pilot Program



By the Numbers:

147,000 students

3,300 teachers

900 schools

47 local education agencies

Survey Methodology



Focus on teachers in subjects/grades with state assessments (to allow for correlation with student growth)

All grades

Survey stratified on school and LEA:

- Size
- Wealth
- Prior student growth patterns
- Geographic location

Survey Administration



Paper and online versions (80% online/20% paper)

Long and short versions (50% long/50% short)

Administration window of April 16 to May 11 (with some exceptions)

Website with administration details accessible to all at
<http://www.tripodproject.org/ncdpi/>

Results available online in late summer 2012

Teacher Effectiveness and Support for Growth



Measuring student
growth in all areas
of the curriculum

Measures of Student Learning



Measures of Student Learning
are being designed for non-tested
subjects for district use to populated
Standard 6

Guiding Principles



- NC's experienced teachers know their students and their content
- NC teachers are best-qualified to provide input on meaningful assessment of currently non-tested grades and subjects
- Valid measures of what students know and are able to do will likely exceed traditional multiple-choice assessment

What MSLs Are



- Measures of what students know and are able to do after completing a course or grade
- Tightly linked to the instruction that a teacher delivers
- **One** part of how North Carolina will evaluate the effectiveness of its teachers
- Similar to the common summative assessments that many districts already have in place

What MSLs Are Not



- Multiple-choice standardized exams for all areas of the Standard Course of Study
- Assessments that need to be delivered with the same level of security as EOCs and EOGs
- Designed without teacher input
- The only source of data used to make decisions about a teacher's effectiveness
- Part of the school accountability model

The Balancing Act

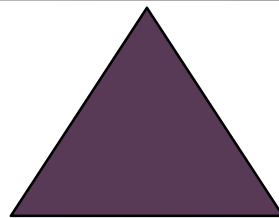


Freedom from Bias in
Results

High Levels of
Reliability

Ability to Feed Results
into EVAAS or Another
Sophisticated Growth
Model

High Levels of Content
Validity, with
Performance-based
Tasks



The Balancing Act



Freedom from Bias in
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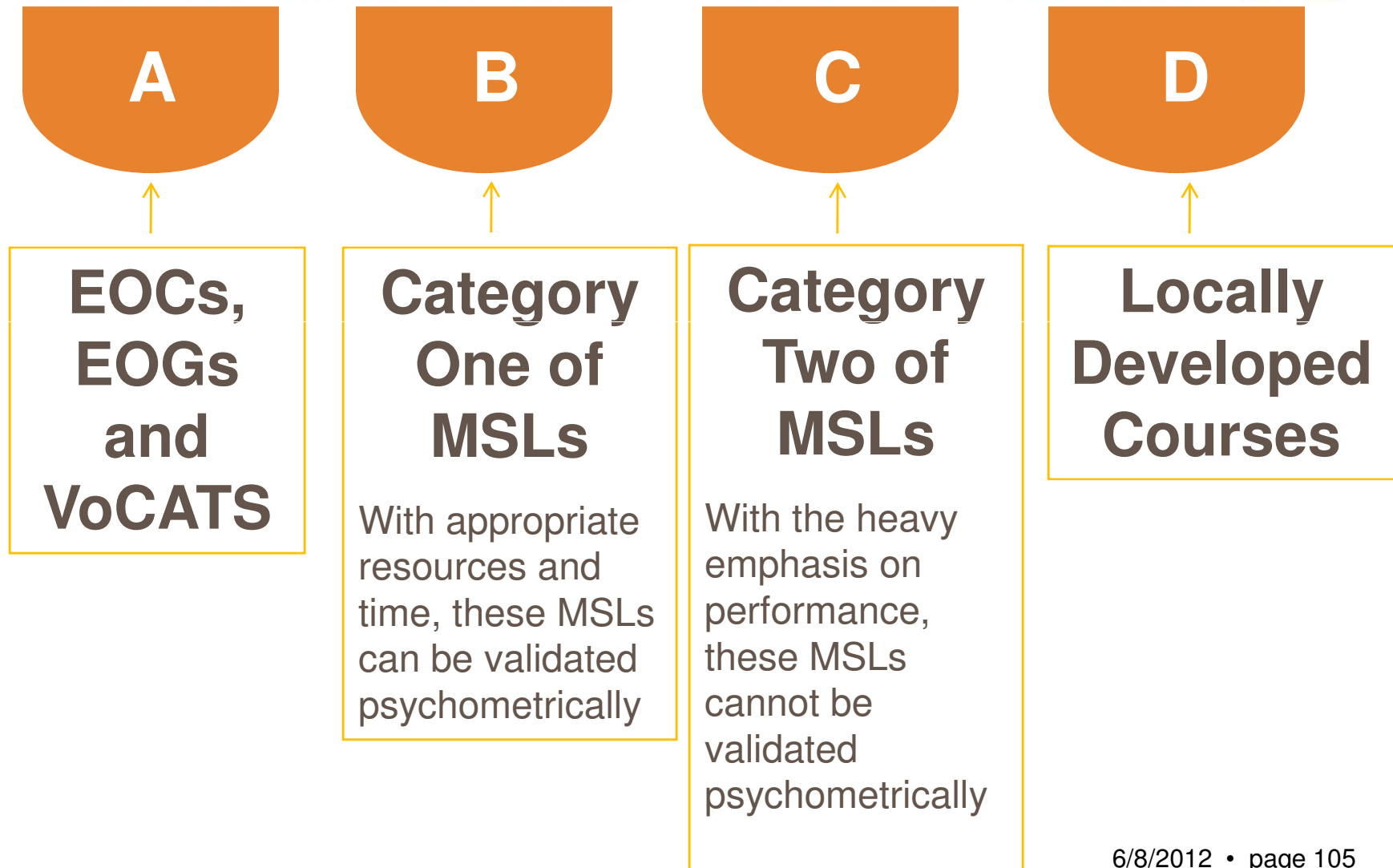
Freedom from Bias in
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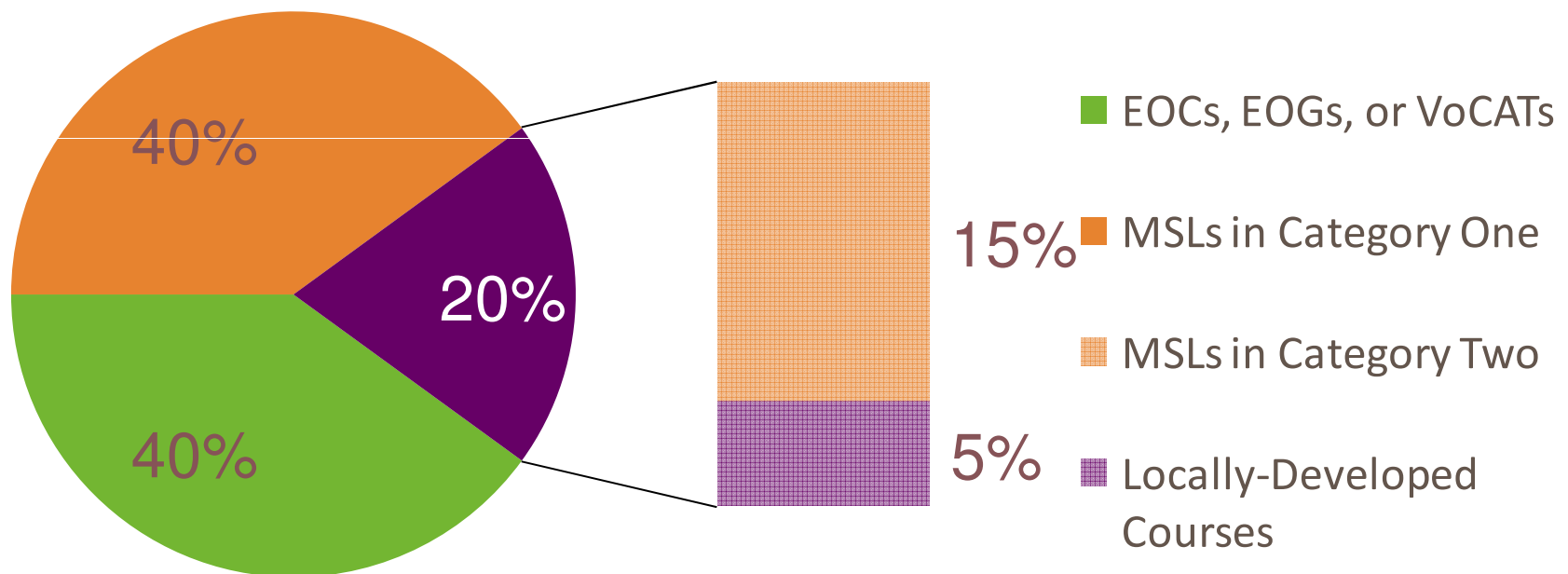
Four Buckets of Assessment



A Picture of Assessment



North Carolina Teacher Workforce



Three Phase Process



October 2011

Teachers design item specifications for all currently non-tested grades and subjects

Fall 2012

Teachers create rubrics and guidance for administering and scoring Measures of Student Learning



Summer 2012

Teachers review open-source items and items generated by external vendor(s)

Three Phase Process



October 2011

October 2011

Teachers design item specifications for all currently non-tested grades and subjects

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Summer 2012

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Phase I: Create Groups



Developed list of all non-tested courses and grades in the Common Core State Standards and NC Essential Standards

Grouped courses and grades together into like-content groups

Groups range from Extended Content Standards to Chemistry to Elementary Theatre Arts to Social Studies Electives

Phase I: Select Members



Designed an online application system for interested educators to apply to join one of the design groups

Advertised for the design groups

Selected educators from over 1,500 applications

Responded to LEA concerns and notified teachers of final selection decisions

Phase I: Ensure Representation



101 Local Education Agencies

10 Charter Schools

Department of Juvenile Justice and Delinquency Prevention

University of North Carolina

North Carolina Virtual Public School

Phase I: Provide Training



1. The Measures of Student Learning design process and how the Measures fit into the State's educator effectiveness work (DPI Leadership and RttT Project Management)
2. Assessment design, including potential item types, reliability, and validity (Assessment Design and Development)
3. Overview of the Common Core and NC Essential Standards (Curriculum & Instruction)

Phase I: Gather Feedback



Through three feedback protocols, teachers provided answers to the following critical question:

**What does meaningful
assessment in your content
area look like?**

Teacher Thoughts and Concerns



Appreciation, pride, and even joy that their content areas are now being valued and that the State is recognizing that they impact the learning of their students

Worry about finding a valid way to measure student learning in an art or PE class that meets once a month and one that meets every day

Value the input of teachers into the process

Doubt over the sustainability of these Measures of Student Learning after Race to the Top ends

Worry about a “test-heavy” environment for students, especially young children

Three Phase Process



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Teachers design item specifications for all currently non-tested grades and subjects

Fall 2012

Teachers create rubrics and guidance for administering and scoring Measures of Student Learning

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Teachers review open-source items and items generated by external vendor(s)

Phase II: Develop Framework



Validity framework and psychometric plan detail:

- Theory of Action
- Score Generation
- Propositions and Claims for Use
- Assessment Development Process
- Administration
- Scoring
- Item Calibration, Equating, and Scaling
- Data Collection Processes

Involvement of NC Technical Advisors

Phase II: Create Blueprints

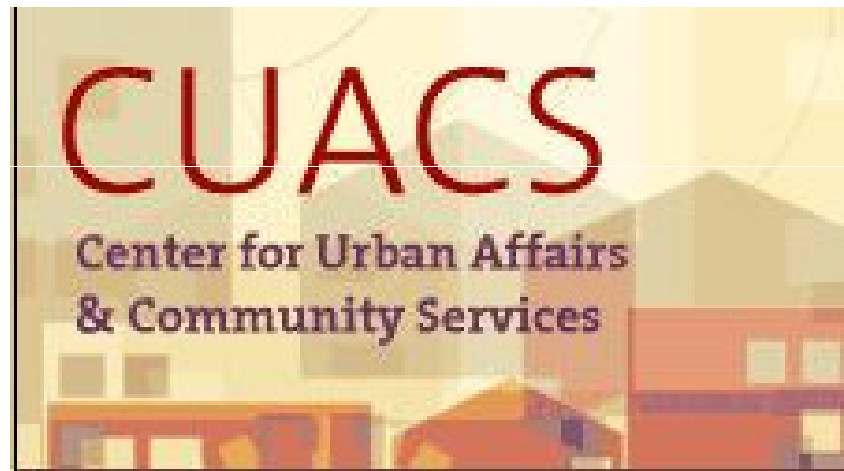


Course Group	Phase	Test	level	grade	Clarifying Objective Or Standard	Selected Response	Short Answer	Extend Response	Performance Task	Portfolio	Total	Priority Weight	Item Type	N_items or score points (assumes pool size of 200)
Science	1	Chemistry	CH	11	CHM.1.1.1	10					10	0.036	SR	7 to 8
Science	1	Chemistry	CH	11	CHM.1.1.2	10	1				11	0.034	SR	6 to 7
Science	1	Chemistry	CH	11	CHM.1.1.3	10	1				11	0.019	SR	3 to 4
Science	1	Chemistry	CH	11	CHM.1.1.4	10	1				11	0.018	SR	
Science	1	Chemistry	CH	11	CHM.1.2.1	10	1				11	0.024	SR	4 to 5
Science	1	Chemistry	CH	11	CHM.1.2.2	10	1				11	0.032	SR	6 to 7
Science	1	Chemistry	CH	11	CHM.1.2.3	10	1				11	0.019	SR	3 to 4
Science	1	Chemistry	CH	11	CHM.1.2.4	5	6				11	0.051	SR	10 to 11
Science	1	Chemistry	CH	11	CHM.1.2.5	10	1				11	0.033	SR	6 to 7
Science	1	Chemistry	CH	11	CHM.1.3.1	10	1				11	0.025	SR	5 to 6
Science	1	Chemistry	CH	11	CHM.1.3.2	6	2	2			10	0.029	SR	5 to 6
Science	1	Chemistry	CH	11	CHM.1.3.3	6	1	4			11	0.029	SR/ER	5 to 6

Phase II: Generate Items



Staff members at CUACS at NC State University are writing items to the specifications provided by teachers



Phase II: Review Items



Teachers return on rolling schedule to review items

First design group members return end of July 2012

- High School Science design group members
- High School World History, Civics and Economics, and American History II/II design group members
- English I, English III and IV design group members
- High School Mathematics design group members
- OCS design group members

Challenge:

Bias and Reliability in Grading



Given the variety of items desired by the teacher design groups, educators will need to play a role in assessing student performance on Measures of Student Learning according to standardized rubrics

Their involvement introduces the risk for bias, even if teachers are not grading their own students' work

Teachers are concerned about when they will have time to grade the performance tasks in the Measures of Student Learning

Challenge: Equality Among Content Areas



Balance of instructional time between content areas

Ratings generated by a mathematical model and
those selected by principals based on data

Challenge: Secure Administration



Districts receive PDF files for all MSLs

Districts will be able to order answer sheets and modified assessments, or create their own

DPI will provide guidelines and best practices for administration and scoring

Administration Timelines



Fall 2012 (End of First Semester 2012 – 2013):

Earth/Environmental Science, Physics, Chemistry, Physical Science, English I, English III, English IV, Pre-calculus, Advanced Functions in Modeling, Geometry, Algebra II, World History, Civics and Economics, American History I, American History II, OCS English I, III, and IV, OCS Applied Science, OCS Intro to Math, and OCS Financial Management

Administration Timelines



Spring 2013 (end of School Year 2012 – 2013):
Grades 3, 4, 6, and 7 Science and Grades 3 – 8 Social Studies

School Year 2012 – 2013:
The Arts, World Languages, and K-2 ELA
MSLs being developed in partnerships